



DEPARTMENT OF NATURAL RESOURCES AND ENVIRONMENT

University of Alaska Fairbanks

COLLEGE OF NATURAL SCIENCE & MATHEMATICS

Syllabus

TITLE: Natural Resources Conservation and Policy

NUMBER: NRM 101

CREDITS: 3

PREREQUISITES: Placement in Writing F111x

LOCATION: Murie 107

MEETING TIME: 9:15 to 10:15 a.m. MWF

COURSE TYPE: F2F

INSTRUCTOR: Dr. Peter J Fix

OFFICE LOCATION: 323 O'Neill; contact by email

OFFICE HOURS: M & W 12:30 to 2:00, or by appointment

TELEPHONE: 474-6926

EMAIL ADDRESS: pjfix@alaska.edu

COURSE DESCRIPTION

Catalog listing

History of natural resources conservation and policy in the United States, including the evolution of federal land and water management agencies and policies. Case studies of current natural resource conservation issues, both in the United States and internationally, that examine the interaction of society and the environment and explore solutions.

Additional course description

Natural resources form the basis of human existence, from food and shelter to non-essential goods we consume. While there are differing perspectives on the appropriate relationship between humans and the environment, there is a need to manage (even deciding to “leave alone” requires management actions). Lessons from the past have resulted in more sustainably managed natural resources, and perspectives on sustainability continue to evolve. This course will cover the historical aspects of natural resource conservation, current aspects of conservation, and explore case studies of current conservation issues faced by society.

COURSE GOALS

- Historical aspects of conservation
- Terminology: preservation, conservation, etc.
- Contemporary thoughts/practices: ecosystem services, sustainability, adaptive management
- Brief introduction to economics
- Key environmental laws
- State and Federal agencies involved in conservation
- AK Natives: ANCSA, AK Native Corporations and resource mgt.
- Non-governmental organizations (NGOs)
- Contemporary issues: waste, biodiversity, water, sustainable agriculture, transportation

STUDENT LEARNING OUTCOMES

After completion of this course, students will:

- Correctly identify the key events forming the foundations of the modern conservation era, as well as key environmental laws
- Accurately discuss the recent developments in the conservation field (e.g., resilience, adaptive management)
- Articulate the differences among natural resource management agencies, including the role they play in natural resources conservation and policy
- Apply critical thinking skills to contemporary conservation issues, applying course principles

COURSE READINGS/MATERIALS

We will use two text books for this course.

Sparling, D. W. (2014). *Natural resource administration: wildlife, fisheries, forests, and parks*. Waltham, MA: Elsevier, Inc. ISBN: 978-0-12-404647-4

TECHNICAL REQUIREMENTS FOR COURSE

Students must have regular access to the Internet to connect with Canvas. Students will be expected to download course material as well as upload assignments.

INSTRUCTIONAL METHODS

The course will consist of a combination of lectures, case studies and discussions.

COURSE CALENDAR

The general schedule is below. A detailed calendar, with daily tasks and assignments, is included at the end of the syllabus. Note, topics might change.

Week	Topics
Part I: History/Foundations of Natural Resources Conservation	
Week 1	Introduction to NRM <ul style="list-style-type: none"> • Key terms • Preservation vs. conservation • Contemporary terminology (ecosystem services, sustainability, adaptive management) • Readings: Sparling introduction and Ch. 1; additional readings might be posted to Canvas
Week 2	History of conservation <ul style="list-style-type: none"> • Pre-European North America through European incursion • Myth of superabundance and manifest destiny • The move towards conservation • Readings: Sparling Ch. 2; additional readings might be posted to Canvas
Week 3	Tragedy of the commons & perspectives on ownership of wildlife <ul style="list-style-type: none"> • Readings: Sparling Ch. 3; additional readings might be posted to Canvas
Week 4	Key environmental laws <ul style="list-style-type: none"> • NEPA, Clean Water Act, ESA, etc. • Current status of environmental laws • Readings: Sparling Ch. 4; additional readings might be posted to Canvas
Part II: Administration of Natural Resources	
Week 5	U.S. Department of the Interior <ul style="list-style-type: none"> • BLM, NPS, FWS • Readings: Sparling Ch. 6; additional readings might be posted to Canvas
Week 6	U.S. Department of the Interior <ul style="list-style-type: none"> • Bureau of Reclamation and water development in the western U.S. • Readings: Sparling Ch. 6 • Video to watch: Cadillac Desert, YouTube link will be posted to Canvas
Week 7	U.S. Department of the Interior <ul style="list-style-type: none"> • BIA, BOEM, OSM, USGS • Readings: Sparling Ch. 6; additional readings might be posted to Canvas U.S. Department of Agriculture <ul style="list-style-type: none"> • USFS • Readings: Sparling Ch. 7; additional readings might be posted to Canvas
Week 8	U.S. Department of Agriculture, cont. <ul style="list-style-type: none"> • NRCS Native Corporation in Alaska <ul style="list-style-type: none"> • ANCSA & ANILCA • Readings: readings posted to Canvas
Week 9	State management of natural resources <ul style="list-style-type: none"> • Readings: Sparling Ch. 8; additional readings might be posted to Canvas NGOs <ul style="list-style-type: none"> • Readings: Sparling Ch. 9; additional readings might be posted to Canvas
Part III: Contemporary Issues in Natural Resources Conservation	
Week 10	Waste <ul style="list-style-type: none"> • Readings: TBA and posted to Canvas
Week 11	Population & Biodiversity <ul style="list-style-type: none"> • Readings: TBA and posted to Canvas
Week 12	Water <ul style="list-style-type: none"> • Readings: TBA and posted to Canvas
Week 13	Sustainable Agriculture <ul style="list-style-type: none"> • Readings: TBA and posted to Canvas
Week 14	Sustainable Agriculture, cont. Transportation <ul style="list-style-type: none"> • Readings: TBA and posted to Canvas
Week 15	Transportation, cont.

COURSE POLICIES

You are expected to not only attend every class but to have read the materials assigned for that day (of course illness, family emergencies, travel for sports are an exception). Late assignments are accepted for reasons of illness or other unavoidable situation (e.g., family emergency), otherwise a 10% reduction in points will be applied each day the assignment is late. Notify me in advance if you need to miss a class or have circumstances that will result in a late assignment.

As part of this course, you will be asked to participate in discussion forums in Canvas. Your posts will be visible to those in the class, but not the general public. You will also be required to participate in class discussions.

EVALUATION POLICIES

Your grade will consist of attendance, weekly quizzes, two short written assignments, weekly discussion posts, class discussions, and four exams. Five written assignment topics are posted; you only need to turn in two written assignments. You can select the two topics of most interest to you.¹ One written assignment will be a poster format. The points assigned, total points, and weight are shown below. Note, the weight is what I will use to calculate the final score, for example, the total points of the four exams are 23% of the overall class points, but will make up 30% of the final grade. Class discussion will be evaluated by an overall grade based on discussions throughout the semester.

Component	Total #	Pts per	Total points	Percent of total	Weight assigned
Attendance*	42	2.38	100	6%	3%
14 quizzes**	13	40	520	32%	30%
2 written assignments	2	50	100	6%	5%
14 discussions posts	14	40	560	34%	35%
Class participation ²	14	4	56	3%	2%
3 exams	3	100	300	18%	25%
Total points			1636		

*Allows for 2 unexcused absences. It is 2.38 points per class because Canvas records as 100 points.

**14 quizzes will be posted, but the lowest score will be dropped.

Class attendance is scored as 2.38 points per class period in attendance. Quizzes and exams will be scored based on the correct answer as indicated in the class notes. Written assignments and discussion posts will be graded on critical thinking and writing (breakdown listed in assignments). Rubrics are posted below. Class participation is included as a component of the grade because having robust class discussions requires participation from all students. However, because each student varies in their comfort with speaking, it is only 2% of the grade. This component is not based on frequency of participation, but rather on presenting ideas and responding thoughtfully and respectfully to others. To receive full credit for class discussion you must demonstrate understanding of the topics and provide thoughtful comment at appropriate times (i.e., not necessarily at all times, nor in every discussion, but consistently adding to the class discussions); the Friday discussions are particularly important to the participation grade.

¹ You can turn in more than two written assignments; only the two highest grades will count.

² I based the total points on 4 points per week (1 pt ea. Mon./Wed. & 2 points for Friday's discussion).

	General Letter Grade (specific points will be determined based on the degree meeting the standards for the letter grade)			
	A	B	C	D
Critical thinking	Pros and cons of the issue clearly & comprehensively stated; novel evaluation of “researched” [*] pros/cons, with position stated; supporting material accurate; creative in identifying solutions.	Pros and cons of the Issue not seriously impeded by omissions; evaluation of “researched” pros/cons but lacks novelty, but position stated; supporting material generally accurate; solutions provide some new insights.	Pros and cons of the Issue not fully developed; weak evaluation of “researched” pros/cons, position lacks clarity; supporting material loosely follow sources; limited solutions presented.	Pros and cons of the Issue have major gaps; very limited evaluation of pros/cons, weak statement of position; supporting material contains several key errors; no solutions presented.
Written Comm. for discussion post	Clear, error-free language; language is professional in tone; response to posts is constructive, relevant, respectful, and contributes to the class’s understanding of the topic.	Clear language, but may contain some errors; language is professional in tone; response to posts is constructive, relevant, respectful, and moderately contributes to the class’s understanding of the topic.	Language contains errors and is difficult to follow; response to posts contains some extraneous material that limits the contribution to the class’s understanding of the topic.	Language contains errors and is difficult to follow; response to posts mostly irrelevant with limited contribution to the class’s understanding of the topic.
Written Comm. for written assignments	Clear, error-free language; highly effective organization. Arguments are clearly identified. No extraneous material. Cited as appropriate.	Clear language, but may contain some errors; effective organization. Arguments are clearly identified, might contain some extraneous material. Cited as appropriate.	Language contains errors and is difficult to follow; organization limits presentation of arguments, contains irrelevant material. Inconsistent citations.	Language contains errors and is difficult to follow; arguments are not clear; lacks organization and does not cite sources.
Class part. rubric	Comments are relevant to topic being discussed, provide novel thoughts, and are clear; respectful of others’ opinions. Does not dominant discussions. ^{**}	Comments mostly follow topic, some gaps in critical thinking, clearly stated; respectful of others’ opinions, but sometimes speaks out of turn or over others.	Comments at times off topic, often gaps in critical thinking, clarity could be improved; respectful of others’ opinions.	Comments often off topic, often gaps in critical thinking, lacks clarity; disrespectful of others’ opinions.

^{*}Published research; videos, lectures, conversations with people; internet research including AI.

^{**}I.e., speaking out of turn, speaking over others, speaking for extended periods of time, being aggressive in a way that would discourage others.

Plus and minus grading will be used, cut off for grades are as shown below.

Requirements for letter grade				
A + > 96% ^a	B+ 87% to 89%	C+ 77% to 79%	D+ 67% to 69%	F < 60%
A 93% to 96%	B 83% to 86%	C 73% to 76%	D 63% to 66%	
A- 90% to 92%	B- 80% to 82%	C- 70% to 72%	D- 60% to 62%	

^aScores will be rounded, e.g., a 89.8 will be rounded to 90%.

“C” (including C+ and C-) indicates a satisfactory level of acquired knowledge and performance in completion of course requirements.

C- (1.7) is the minimum acceptable grade that undergraduate students may receive for courses to count toward the major or minor degree requirements, or as a prerequisite for another course. A minimum grade of C (2.0), however, MAY be required by specific programs for prerequisite and/ or major / minor courses. Please consult specific program listings in the UAF Catalog.

C- (1.7) is the minimum acceptable grade required for all Core (X) Courses.

“D” (including D+ and D-) indicates a minimal level of acquired knowledge and minimal performance in completion of course requirements. This grade does not satisfy requirements for courses in the major, minor, Core, or graduate programs.

ACADEMIC INTEGRITY

As described by UAF, scholastic dishonesty constitutes a violation of the university rules and regulations and is punishable according to the procedures outlined by UAF. Scholastic dishonesty includes, but is not limited to, cheating on an exam, plagiarism, and collusion. Cheating includes providing answers to or taking answers from another student. Plagiarism includes use of another author’s words or arguments without attribution. Collusion includes unauthorized collaboration with another person in preparing written work for fulfillment of any course requirement. Scholastic dishonesty is punishable by removal from the course and a grade of “F.” For more information go to [Student Code of Conduct](#).

ARTIFICIAL INTELLIGENCE

It is difficult to avoid the use of AI, and it can be a useful research tool. You can use AI to research a topic, but assignments **must** be your own, original work.

EXPLANATION OF NB/I/W GRADES

This course adheres to the UAF regarding the granting of NB Grades *The NB grade is for use only in situations in which the instructor has No Basis upon which to assign a grade. In general, the NB grade will not be granted.*

Your instructor follows the University of Alaska Fairbanks Incomplete Grade Policy:

“The letter “I” (Incomplete) is a temporary grade used to indicate that the student has satisfactorily completed (C or better) the majority of work in a course but for personal reasons beyond the student’s control, such as sickness, he has not been able to complete the course during the regular semester. Negligence or indifference are not acceptable reasons for an “I” grade.”

Successful, timely completion of this course depends on committing yourself early and

maintaining your effort. Failure to submit assignments in a timely manner may result in faculty-initiated Withdrawal from the course, which can result in a **W** on your transcript.

INSTRUCTOR RESPONSE TIME

I will typically respond within a few hours to emails sent during the day. However, emails sent in the evening may not be answered until the next day. While I do check email on weekends, there are weekends in which I do not check email. Quizzes and exams are in Canvas (with the exception of the final exam) and will be graded automatically (unless there are questions with essay responses). Written assignments will be returned within a week, hopefully sooner.

HOW TO CHECK YOUR GRADE

To check your grades for assignments/quizzes and find comments from your instructor, click “Grades” in the sidebar menu in Canvas. All assignments and due dates are listed in Canvas. Specific instructions for viewing instructor comments and other nuances of checking grades in Canvas will follow.

EXPECTATION OF STUDENT EFFORT

The expectations for a 3-credit lecture course are 3 hours of in-class meeting time (i.e., lecture) and 6 hours of work outside of class (course readings, assignments).

Student protections statement: UAF embraces and grows a culture of respect, diversity, inclusion, and caring. Students at this university are protected against sexual harassment and discrimination (Title IX). Faculty members are designated as responsible employees which means they are required to report sexual misconduct. Graduate teaching assistants do not share the same reporting obligations. For more information on your rights as a student and the resources available to you to resolve problems, please go to the following site: <https://catalog.uaf.edu/academics-regulations/students-rights-responsibilities/>.

Disability services statement: I will work with the Office of Disability Services to provide reasonable accommodation to students with disabilities.

ASUAF advocacy statement: The Associated Students of the University of Alaska Fairbanks, the student government of UAF, offers advocacy services to students who feel they are facing issues with staff, faculty, and/or other students specifically if these issues are hindering the ability of the student to succeed in their academics or go about their lives at the university. Students who wish to utilize these services can contact the Student Advocacy Director by visiting the ASUAF office or emailing asuaf.office@alaska.edu.

Student Academic Support:

- Communication Center (907-474-7007, uaf-commcenter@alaska.edu, Student Success Center, 6th Floor Room 677 Rasmussen Library)
- Writing Center (907-474-5314, uaf-writing-center@alaska.edu, Student Success Center, 6th Floor Room 677 Rasmussen Library)
- UAF Math Services (907-474-7332, uaf-traccloud@alaska.edu)

Drop-in tutoring, Student Success Center, 6th Floor Room 677 Rasmussen Library)
1:1 tutoring (by appointment only), Chapman 210

Online tutoring (by appointment only) available <https://www.uaf.edu/dms/mathlab/>, available at the Student Success Center

- Developmental Math Lab (Gruening 406, <https://www.uaf.edu/deved/math/>)
- The Debbie Moses Learning Center at CTC (907-455-2860, 604 Barnette St, Room 120, <https://www.ctc.uaf.edu/student-services/student-success-center/>)
- For more information and resources, please see the Academic Advising Resource List <https://www.uaf.edu/advising/students/index.php>

Student Resources:

- Disability Services (907-474-5655, uaf-disability-services@alaska.edu, 110 Eielson Building)
- Student Health & Counseling [**free counseling sessions available**] (907-474-7043, <https://www.uaf.edu/chc/appointments.php>, Whitaker Building 2nd floor)
- Office of Rights, Compliance and Accountability (907-474-7300, uaf-orca@alaska.edu, 3rd Floor, Constitution Hall)
- Associated Students of the University of Alaska Fairbanks (ASUAF) or ASUAF Student Government (907-474-7355, asuaf.office@alaska.edu, Wood Center 119)

Nondiscrimination statement: The University of Alaska is an affirmative action/equal opportunity employer, educational institution and provider. The University of Alaska does not discriminate on the basis of race, religion, color, national origin, citizenship, age, sex, physical or mental disability, status as a protected veteran, marital status, changes in marital status, pregnancy, childbirth or related medical conditions, parenthood, sexual orientation, gender identity, political affiliation or belief, genetic information, or other legally protected status. The University's commitment to nondiscrimination, including against sex discrimination, applies to students, employees, and applicants for admission and employment. Contact information, applicable laws, and complaint procedures are included on UA's statement of nondiscrimination available at www.alaska.edu/nondiscrimination.

For more information, contact:

UAF Office of Rights, Compliance and Accountability
1692 Tok Lane
3rd floor, Constitution Hall, Fairbanks, AK 99775
907-474-7300
uaf-orca@alaska.edu

We want you to know that:

1. UA is an AA/EO employer and educational institution and prohibits illegal discrimination against any individual: www.alaska.edu/nondiscrimination.
2. Incidents can be reported to your university's Equity and Compliance office (listed below) or online reporting portal. University of Alaska takes immediate, effective, and appropriate action to respond to reported acts of discrimination and harassment.
3. There are supportive measures available to individuals that may have experienced discrimination.
4. University of Alaska's Board of Regents' Policy & University Regulations (UA BoR P&R) 01.02.020 Nondiscrimination and 01.04 Sex and Gender-Based Discrimination Under Title IX, go to: <http://alaska.edu/bor/policy-regulations/>.
5. UA BoR P&R apply at all university owned or operated sites, university sanctioned events, clinical sites and during all academic or research related travel that are university sponsored.

For further information on your rights and resources [visit the student placement guidelines page of the equity and compliance site](#).

Detailed Class Schedule *Note, adjustments will most likely be made throughout the semester*

Part 1				
	Date	Topic	Reading	Assignment
Week 1	25-Aug	Course introduction		
	27-Aug	Key terms; preservation vs. conservation	Sparling Introduction and Ch. 1 pg. 3 through pg. 13 up to "Sustainability"	
	29-Aug	Social ecological systems, sustainability, adaptive management.	Sparling Ch. 1, "Sustainability" to end	- Discussion post due Thursday w/ reply to a post due before class: Human-focused conservation
Week 2	1-Sept	Labor Day – No Class		
	3-Sept	History of conservation	Sparling Ch. 2 pg. 27 through pg. 41	- Quiz 1, due at 9:15 a.m.
	5-Sept	History of conservation cont.	Sparling Ch. 2 pg. 41 "Seeds of Concern" through end	- Discussion post due Thursday w/ reply to a post due before class: Classify the current era of conservation
Week 3	8-Sept	History of conservation	Captured podcast (see announcement for details): https://www.wbur.org/hereandnow/2022/09/15/captured-podcast	- Quiz 2, due at 9:15 a.m.
	10-Sept	Tragedy of the commons	Sparling Ch 3. through pg. 63 "Pillars of Federal law"	- Optional written assignment: example of tragedy of the commons, due Sept. 17 before class
	12-Sept	Pillars of Federal law	Sparling Ch 3. pg. 63 "Pillars of Federal law" through end; case study posted to Canvas	- Discussion post due Thursday w/ reply to a post due before class: State vs. federal wildlife management
Week 4	15-Sept	Key environmental laws - ESA	Sparling Ch 4 through pg. 91; view " The God Squad " See announcement for details	- Quiz 3, due at 9:15 a.m.
	17-Sept	Key environmental laws – EPA & Others	Sparling Ch 4 pg. 92 through end; readings posted to Canvas	*Optional tragedy of the commons assignment due
	19-Sept	EPA Air Quality regulations. FNSB non-attainment area case study;	Current status readings posted to Canvas, TBA	- Discussion due Thursday w/ reply to a post due before class: Env. policy case study

PART II				
	Date	Topic	Reading	Assignment
Week 5	22-Sep	Department of Interior (DOI) – overview, land mgt. agencies -begin discussing FWS, NPS, BLM	Sparling Ch. 6 through pg. 159	- Quiz 4, due at 9:15 a.m. - Exam 1, on Part I, due at midnight
	24-Sep	DOI – FWS, NPS, BLM (cont)	Sparling Ch. 6 pg. through pg. 159	
	26-Sep	DOI – FWS, NPS, BLM (cont)		- Discussion post due Thursday w/ reply to a post due before class: Renewable energy on BLM lands
Week 6	29-Sep	DOI – BoR	Sparling Ch. 6 pgs. 169 & 170 View Cadillac Desert Part 1: Mulholland's Dream - see announcement for details	- Quiz 5, due at 9:15 a.m. In class project/case study TBD
	1-Oct	DOI – BoR	View Cadillac Desert Part 2: An American Nile	In class project/case study TBD
	3-Oct	DOI – BoR	View Cadillac Desert Parts 2 & 3: The Mercy of Natural and Last Oasis	Discussion post due Thursday w/ reply to a post due before class: Water development in western U.S.
Week 7	6-Oct	DOI – USGS, BIA, BOEM	Sparling Ch. 6 pg. 160 through end	- Quiz 6, due at 9:15 a.m. - Optional written assignment: Agencies involved in Ambler Road, due Oct. 15 before class
	8-Oct	USDA – Forest Service	Sparling Ch. 7 through pg. 186	
	10-Oct	USFS cont.	TBD	- Discussion post due Thursday w/ reply to a post due before class: WUI
Week 8	13-Oct	USDA – NRCS State Management	Sparling Ch. 7 pg. 186 "NRCS" through end	- Quiz 7, due at 9:15 a.m.
	15-Oct	Native Corporations in Alaska	ANCSA & ANLCA readings posted to Canvas	*Optional Ambler Road assignment due
	17-Oct	Native Corporations in AK, cont.		- Discussion post: 1 slide presentation on native corporation researched. Due Friday by 8:00 a.m.
Week 9	20-Oct	State management (cont.)	Sparling Ch. 8	- Quiz 8, due at 9:15 a.m.
	22-Oct	NGOs	Sparling Ch. 9; case study posted to Canvas	
	24-Oct	Case study of mgt. issues	Case study, posted to Canvas	- Discussion post due Thursday w/ reply to a post due before class: NGOs

PART III				
	Date	Topic	Reading	Assignment
Week 10	27-Oct	Waste	Readings TBA and posted to Canvas	- Quiz 9, due at 9:15 a.m. - Exam 2, on Part II, due Monday at midnight
	29-Oct	Waste	Readings TBA and posted to Canvas	- Optional written assignment: Research one waste issue, due Nov 5 before class
	31-Oct	Waste	Class discussion on the waste issue	- Discussion post due Thursday w/ reply to a post due before class
Week 11	3-Nov	Population	Readings TBA and posted to Canvas	- Quiz 10, due at 9:15 a.m.
	5-Nov	Biodiversity	Readings TBA and posted to Canvas	*Optional waste issue assignment due
	7-Nov	Biodiversity	Class discussion on biodiversity	- Discussion post due Thursday w/ reply to a post due before class
Week 12	10-Nov	Water	Readings TBA and posted to Canvas	- Quiz 11, due at 9:15 a.m.
	12-Nov	Water	Readings TBA and posted to Canvas	- Optional written assignment: Research one water issue, due Nov. 19 before class
	14-Nov	Water	Class discussion on water	- Discussion post due Thursday w/ reply to a post due before class
Week 13	17-Nov	Sustainable ag	Readings TBA and posted to Canvas	- Quiz 12, due at 9:15 a.m.
	19-Nov	Sustainable ag	Guest lecture: Erica Moeller Roaming Root	*Optional water assignment due
	21-Nov	Sustainable ag	Class discussion on sustainable ag	- Discussion post due Tuesday w/ reply to a post due before class
Week 14	24-Nov	Transportation	Readings TBA and posted to Canvas	- Optional written assignment: Research one transportation issue, due Dec 5 before class
	26-Nov	Non-teaching day	No Class	
	28-Nov	Fall Break	No Class	
Week 15	1-Dec	Transportation	Readings TBA and posted to Canvas	
	3-Dec	Transportation	Class discussion on transportation	- Discussion post due Tuesday w/ reply to a post due before class
	5-Dec	Tying it all together	Class discussion	- Quiz 14, due at 9:15 a.m. *Optional transportation assignment due
	8-Dec			- Optional Exam on Part III, due Monday at midnight
	10-Dec	Final Exam Period 8:00 a.m. to 10:00 a.m. Final exam due at 10 a.m.		